

# Kentucky Writing

## 2009 Portfolio Scoring Training Materials

### Grade 4



These print materials contain the UNANNOTATED copies of the portfolios, exemplars and other writing samples. At training, you will be provided a copy of the ANNOTATED portfolio and RATIONALE/SCORES to use as a component of training. However, we will take these copies up to use at the next session.

The ANNOTATED copies and RATIONALES/SCORES will be posted mid-March for you to download and use during your school/district scoring training.

**2009 Spring Training Selections  
Grade 4**

Training Pieces	
Category	Title
Reflective	Dear 5 <sup>th</sup> Grade Teacher
Literary	Dancing Flag
Transactive	Dear Mom

Practice Portfolio	
Title	Taken Away

Poetry Exemplar Set	
Poem Score	Title
4	Whittlin' and Working
3	A Snowflake
2	The Dreadful Science Test
1	My Family
0	Islands

Quality Control Pieces*	
Category	Title
Reflective	Dear Mrs. E
Personal	Friday Night Smack down
Transactive	Elvis Presley

\*Cluster leaders may use pieces from the 2007 and 2008 quality control portfolios during the scoring sessions as well as the new samples added during 2009.

# *Kentucky Writing*

## Grade 4 Training Pieces

*Reflective: Dear 5<sup>th</sup> Grade Teacher*

*Personal/Literary: Dancing Flag*

*Transactive: Dear Mom*

Dear 5<sup>th</sup> Grade Teacher,

You won't believe what has happened this year. This year I have gotten a lot better at writing! I have grown into a better writer in 4<sup>th</sup> grade. Dialogue, reflecting in my journal and descriptive language helps me to write a lot better in my writing pieces.

Learning how to put dialogue in my writing has helped me grow as a writer. Dialogue has helped me because when I did not know how to use dialogue, people didn't know what I was saying. That is what I learned. I can tell that it is dialogue because I can see quotation marks in the text.

I like writing in my journal to reflect my day. That will help me in 5<sup>th</sup> grade. It helps me to write a lot of the different things down that I can write about later. That's how I get better at writing. Reading about different stories in the C Q's helped with reflecting in my writing pieces. Author's reflect to get better at writing.

Descriptive language has really helped me in writing. Descriptive language has helped me see what is going on. For an example, in my poem I described how I was trying to get my tooth out. "I wiggled it, pushing it, blood gushing down my tooth." It makes you feel like you are really looking at it. When I'm reading I can identify descriptive language because I can paint a picture in my mind.

I'm looking forward to going to 5<sup>th</sup> grade because I know you will love my writing. I will also get better ideas for my writing pieces. 5<sup>th</sup> grade teacher I have been writing every 20 minutes at home. One thing I will never stop doing is **writing!**

Sincerely,

A. M

## DANCING FLAG

By. H. F

I'm the dancing flag.  
I sway and swoosh,  
To the beat of the wind  
When it gives me a push.

I'm waiting for the wind  
To give me my beat,  
So my dancing  
I can repeat,

Suddenly....

The leaves crackle,  
The trees rattle,  
The wind is here!  
It is there,  
It is everywhere!

Now I can dance  
And express how I feel.  
I come alive,  
I feel real.

Dear Mom,

I have a problem with the family. Nobody gets outside and plays. Do you know what the family will become if we always sit in the house eating sandwiches? Well if you don't want that to happen any more, I got something that will change our family forever.

What I am trying to say is that we NEED a dog. You might be thinking "how is a dog going to help our health?" We have to get out and walk the dog three times a day. We will play with the dog all day. So we will get more exercise.

Before you say NO! I will do anything you say. I will help old people, plant flowers, clean, fix things, walk other people's dogs, pet sit, and sale my old things.

I will do everything the dog wants. I will pet him, feed him, clean the poop, walk him, water him, and give him baths. I will learn to be responsible.

Can we have a dog? It will be good for our health because we have to get out and play with the dog. I know we all don't want to eat sandwiches all day because we will become really fat.

Love,

A

# *Kentucky Writing*

Grade 4  
Practice Portfolio

*Taken Away*

KENTUCKY WRITING PORTFOLIO  
Table of Contents  
Grade 4

Student Signature Sheet Included and Signed

(Y)

N

(Circle One)

Number  
of pieces

Category/Descriptor

Page

1	<b>Reflective Writing</b> (e.g., letter, personal essay)	
	Title: DEAR AUNT J.	1
1	<b>Personal Expressive OR Literary Writing</b> personal narrative, memoir, personal essay, story, poem, script, play	
	Title: Taken away	4
1	<b>Transactive Writing</b> various authentic genres (forms)	
	Title: DEAR MS.S.	7
3	<b>Total (must equal 3)</b>	

/08

After the Table of Contents has been reviewed for accuracy and completeness prior to scoring, the person helping the student complete the portfolio should initial and date in the space provided to the left.



# STUDENT SIGNATURE SHEET

(Required in Each Portfolio)

Please read the Note to Students and Teachers below before signing the following statements.

## Required Verification Signature

The pieces in this portfolio are my own original work. I am the author of all the pieces in my portfolio. I may have talked about my work (conferenced) with my teacher, family, and friends, but I have made any changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise indicated by a teacher's signature in the box below labeled "IEP/504 Plan/Program Services Plan Adaptations").

R F  
Student Signature

IEP/504 Plan/Program Services Plan (LEP) Adaptations (requires teacher signature):

Teacher Signature: \_\_\_\_\_

## Optional Permission

I agree to allow my portfolio to be photocopied for use by others outside my school as an example of student work. I understand that my name, the names of my school and town, and any other identifying information I may have used in my writing will be removed before my portfolio is copied.

R F  
Student Signature (optional)

**Required Verification Signature:** It is required that the work contained in each portfolio is the original work of the student. Every portfolio must include the statement, signed by the student, that the work in the portfolio is his/her original work. This sheet must be placed in the portfolio. If the verification statement is not signed, the portfolio will receive a performance rating of Incomplete.

**Optional Permission:** The use of actual student portfolios is critical in teacher training and is essential for quality control checks during statewide rescoring activities. Students are requested, but not required, to give permission for this purpose and should sign the optional student signature above if they agree.

Please note that portfolios are included in any statewide rescoring activities even if neither statement is signed.

March 24, 2008

Dear Aunt J ,

At the beginning of fourth grade year, I began teaching my sister how to read. Every weekend we would grab about five books and read them together. When I started reading the stories to my sister she would not pay attention. She would look at other books. When it was her turn to read she did not know how to pronounce the words. I said, "If you paid attention to me then you would know how to pronounce the words correctly." That's when my sister decided to pay attention. I told her the words and asked her to read it again. She still did not know the words and I got mad. She had trouble reading the first book but once we moved to the second, third, and fourth book, she had caught on to reading books by pronouncing the words correctly. Now she is in chapter books and I am happy because she doesn't need my help anymore.

Helping my sister read has also helped me because I have learned new vocabulary words that I can add to my writing. I just finished reading *High School Musical 2* and it helped me learn new vocabulary words. Reading this story has taught me new vocabulary words that will improve my reading comprehension and writing.

Reading this book also taught me how to write complete sentences. So now I write complete sentences in class and that helps me to get a better grade. At the beginning of the school year, I was having a hard time writing complete sentences even though my teachers went over it several times. I just couldn't get it. When I was reading *High School Musical 2*, I would go back and read pages to see if the author used complete sentences. The author put in complete sentences and that taught me to write complete sentences. I made sure when I revised all of my writing pieces this year that I checked for any sentences that were incomplete. If there were some, I would change them.

I also learned how to use context clues to understand the story I was reading. I learned that I needed to add more details to my pieces. This helps the reader understand what I am trying to write about. I used a lot of details in my personal narrative to help the reader understand how I really felt when I was separated from my mother.

Reading is important in writing because what is read can help with writing. I was able to take new skills and apply them to writing to help the readers understand my pieces better. I feel that because of reading I have done a better job with writing. I have decided that I will continue to use the

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skills that I have learned this year from reading and I will continue to read to learn new skills.

I hope that as you read that you see that I can write complete sentences and use new vocabulary words. I also want you to see how I can use correct punctuation. I also hope that you enjoy reading and seeing everything I've learned.

Sincerely,

Your niece

## Taken Away

Have you ever been taken away from your parents? If so, did you know why? Well, I was taken away from my parents but I didn't know why.

My sister and I were sitting in the living room happily watching a movie while my mom was taking a shower. When she got out of the shower, she quickly dressed, came into the living room, and turned off the movie. I noticed my mom had tears in her eyes, but I had no clue why. She sat down in a chair and began to cry. I knew then that something was wrong. My sister, who is younger than I, had no idea what was going on. She thought everything was okay.

Between sobs, Mom said, "Girls, I need to tell you something very important." We both looked at her because we knew that what she had to say was of great magnitude. I had no idea what she was going to tell us. Perhaps she was going to tell us she was going on a trip for a very long time, but in an as near normal voice, she announced, "You and your sister will be living with Uncle C and Aunt J for a little while."

My first thought was, "Why?" but I never asked. She continued, "If you stay with me, we will all get in trouble and child services will come for you and me." I had no idea what the term "child services" meant, but I

knew I was being taken away from my home. I didn't want my mom to get into more trouble, so I quickly gathered my things.

As I packed everything, I was thinking, "What did I do wrong? Why do I have to go to their house? They are strangers. Why can't I just stay at home? Why does this have to happen to me?" I couldn't come up with a reason.

We put our things in the car and drove to Uncle C and Aunt J's house. As we drove through the streets toward their house, I started crying, yelling, and screaming. I could feel my body shaking like an earthquake. I had never felt so scared in my life. I felt like I was going to pass out. I looked over at my sister and I noticed she had changed. She had the saddest look on her face. She looked like a girl right out of a scary movie who had been chased by an evil bear and she could not escape. We did not say a word until we got there.

As soon as we arrived, we took our bags into the house. I became alarmed because I did not know Aunt J. This was my daddy's side of the family, and we had not been around them. At the time, my Uncle C was not married to Aunt J, and I was fearful of meeting her because she was a stranger to me. Imagine my surprise when she accepted us with open

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arms, as if she already knew us. She made me feel like I was at home. This was where I belonged.

Since I moved in with Uncle C. and Aunt J., my life has been much better. At the time I did not think it was a good idea, but now I know this home is best for me. I talk to mom at least four times each week. I haven't found the nerve to ask her why we had to leave, and she hasn't offered an explanation. Maybe one day I will get enough courage to ask her. Meanwhile, I have a good, loving family, and a nice home. I am a happy girl!

January 8, 2008

Dear Mrs. S

Some of the students do not like the specials they go to Monday through Friday. For example, Music class is one that many students hate going to. Students complain about Music class because they think it is not fun. In class we sing and dance to different songs. Instead of participating, these students look at the clock to see how many minutes they have left until class is over. They also disrupt class by kicking the floor and making noises. I love Music class, but with these students in it I am starting to hate going to it. Mrs. S, to stop disruption during specials classes, I think you should let students pick which specials class they want to go to.

Mrs. S, I know you will say "No" because students will be tested over P.E., Art, and Music on the Kentucky Core Content Test. I can see your concern, but do you really think students learn when others are being disruptive? In my opinion, students do not learn because the teachers have to stop teaching and correct the inappropriate behavior. That just makes them as unprepared for the test as not having the class altogether. If you allowed students to choose their own specials class they will stay more focused during class and will learn more which will help them achieve a proficient score on the test.

Another reason why you would say "No" is because of the scheduling. Both B Junior High and B High Schools allow students to choose their classes. You and Ms. L could speak to the Principals and Guidance Counselors of the schools and have them assist in creating a schedule for each intermediate student.



The last issue you may have with my request is that P has only Itinerate teachers for the specials classes. Well, we could designate certain days for those specials classes. That means students would take classes on those specific days.

Mrs. S, picture it now, students paying attention in-class because they want to learn and teachers not complaining because their time is being wasted due to specials classes. If you say "Yes" then this is what P will be like.

Sincerely,

A Fourth Grade Student

# Kentucky Writing

## Poetry Exemplar Set Content

Score Point	Exemplars—Content
4	Whittlin' and Working
3	A Snowflake
2	The Dreadful Science Test
1	My Family
0	Islands

### Grade 4

Whittlin' and Working  
by J. D.

Somewhere in Mystic View  
past fields filled with cows  
grazing on the hills  
sits a house  
where my papaw lives.  
Step down the stairs to where  
he sits at the end of the day's work  
in the basement,  
whittlin'  
on a piece of cedar stick  
in his old yellow chair  
slumped over, still wearing his work cap.  
I wonder how he makes the wood curl so fine?

Exhausted  
after feeding the cows,  
checking the fences,  
and loading the hay.  
Sometimes he falls asleep  
in that old yellow chair,  
cedar curls at his feet.  
But right now he sits,  
whittlin'  
watching the news  
when it comes on  
to see  
what the weather will be  
and plan his work  
for tomorrow.

authentic and  
insightful purpose  
evoking an image

alliteration  
Whittlin' and Working  
by J. D.

title  
captures  
the essence  
of the poem

Somewhere in Mystic View  
past fields filled with cows  
grazing on the hills  
sits a house  
where my papaw lives.  
Step down the stairs to where  
he sits at the end of the day's work  
in the basement,  
whittlin'  
on a piece of cedar stick  
in his old yellow chair  
slumped over, still wearing his work cap.  
I wonder how he makes the wood curl so fine?

distinctive  
voice

strong  
awareness  
of audience  
as reader  
is drawn  
in to where  
the grandfather  
sits

Exhausted  
after feeding the cows,  
checking the fences,  
and loading the hay.  
Sometimes he falls asleep  
in that old yellow chair,  
cedar curls at his feet.  
But right now he sits,  
whittlin'  
watching the news  
when it comes on  
to see  
what the weather will be  
and plan his work  
for tomorrow.

alliteration

idea development  
shows insight  
into grandfather's  
perspective

vivid word choice  
and imagery  
skillfully applied

**Kentucky Writing Exemplar  
Poetry  
Grade 4**

**4 Content  
Purpose and Audience  
Idea Development and Support**

**Title: Whittlin' and Working**

- **Establishes and maintains an authentic and insightful focused purpose throughout**

The writing establishes and maintains an authentic and insightful focused purpose, evoking an image of the writer's grandfather at the end of a day's work. The writing shows insight into his grandfather's perspective, "Exhausted/after feeding the cows/checking the fences/and loading the hay."

- **Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone**

The writing indicates a strong awareness of audience's needs as the reader is drawn in from "Somewhere in Mystic View," across the pasture, to the house, down the steps, and into the basement where his grandfather sits. Distinctive voice is demonstrated when addressing the audience, "Step down the stairs . . ." and sharing thoughts, "I wonder how he makes the wood curl so fine?"

- **Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre**

The writing demonstrates insightful idea development, "Exhausted . . . Sometimes he falls asleep. . . But right now he sits/whittlin'". The writing provides specific and thorough support for ideas, "he sits at the end of the day's work/in the basement/whittlin'/on a piece of cedar stick/in his old yellow chair/ slumped over, still wearing his work cap" giving the reader vivid images. The writing skillfully applies characteristics of the genre using imagery, vivid words, line breaks, repetition to evoke an image of his/her grandfather whittling and contemplating the next day's work.

**Instructional Implications**

- The teacher may use this sample to help students:
  - learn different approaches to poetry (e.g. informal instead of formal, no rhyme instead of rhyme)
  - investigate methods of effective idea development or organizational patterns

## A Snowflake

I'm watching the snowflakes as they fall,  
But what do I see in them all?  
I see diamonds of all shapes and sizes  
Glistening bright in the morning sun.

When the sun begins to shine,  
Your beauty starts to fade.  
Soon there will be nothing left of you  
Except the dampness that marks the ground.

I chase you and try to catch you with my tongue  
As you float through the sky;  
Sometimes I am successful.  
Although I can never keep you very long  
I wish you were mine.

As the brilliant flakes blanket the ground  
I lay down and look toward heaven.  
As God sprinkles me with your lovely presents,  
I know it won't be long until we say farewell.

I anxiously await your next visit,  
Wondering how long you'll stay this time  
And how many snowflake friends you'll bring  
So we can spend another magical day together.

## A Snowflake

I'm watching the snowflakes as they fall,

*Voice* But what do I see in them all?

I see diamonds of all shapes and sizes

*alliteration*  
Glistening bright in the morning sun.

When the sun begins to shine,

Your beauty starts to fade.

Soon there will be nothing left of you

Except the dampness that marks the ground.

I chase you and try to catch you with my tongue

As you float through the sky;

*Voice* Sometimes I am successful.

Although I can never keep you very long

I wish you were mine.

As the brilliant flakes blanket the ground

*Vivid details* I lay down and look toward heaven.

As God sprinkles me with your lovely presents,

I know it won't be long until we say farewell.

I anxiously await your next visit,

*Voice* Wondering how long you'll stay this time

And how many snowflake friends you'll bring

So we can spend another magical day together. *personification*

does not sacrifice meaning for rhyme

applies characteristics of the genre

(vivid word choice, imagery, personification  
sensory detail, rhythm)

establishes and maintains  
authentic  
focused purpose  
by evoking an  
image of  
writer's contemplation  
of and interaction  
with snowflakes

ideas  
developed  
with specific,  
sufficient  
support in  
each  
stanza

communicates  
adequately  
with audience  
by providing reader  
with details  
that evoke images

sensory  
detail

**Kentucky Writing Exemplar  
Poetry  
Grade 4**

**3 Content  
Purpose and Audience  
Idea Development and Support**

**Title: A Snowflake**

- **Establishes and maintains authentic focused purpose throughout**

The writing establishes an authentic focused purpose, evoking an image of the writer's contemplation of and interaction with snowflakes.

- **Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate time**

The writing indicates an awareness of audience's needs by providing the reader with vivid details that evoke images. The writing conveys voice and appropriate tone throughout.

- **Demonstrates depth of idea development with specific sufficient details/support; applies characteristics of the genre**

The writing demonstrates a depth of ideas with specific, sufficient details, "I chase you and try to catch you with my tongue/As you float through the sky." The writing applies characteristics of the genre (vivid word choice, imagery, personification, sensory detail, rhythm).

**Instructional Implications**

Teachers may use this sample during instruction to address such issues as:

- Using personification throughout a poem
- Providing insightful purpose and idea development



## "The Dreadful Science Test"

By: J. P.

Oh please help me do my best  
On the irksome Science Test  
It is boring, yes it is  
Well it's boring for some kids

When I take it, my stomach's upset  
and my body starts to sweat  
At first I thought that I was set  
but now I'm really nervous and wet

Drip

drop

Drip

drop

as the drenched floor becomes a pond

My heart is starting to race faster  
It feels like 50 miles per hour  
I wonder if there's something wrong  
I'm starting to hear a thumping song  
"Thump" "Thump"

Oh! no it's starting to get impossible,unthinkable,  
Is it amphibians, reptiles, or prey?  
I'm starting to see a blur  
Oh please get me out of here today!

11-15-06

6

A-120

# "The Dreadful Science Test"

By: J P

some attempt  
to communicate  
with audience

Title attempts  
to set purpose

lapse in  
focus

Oh please help me do my best  
On the irksome Science Test

attempts a narrow  
purpose of recreating  
a feeling

It is boring, yes it is

Well it's boring for some kids

irrelevant detail

When I take it, my stomach's upset  
and my body starts to sweat

some  
audience  
awareness

At first I thought that I was set

but now I'm really nervous and wet

voice  
sensory details

Drip

drop

Drip

drop

lapse in  
focus

as the drenched floor becomes a pond

irrelevant detail

Applies  
characteristics of  
the genre -  
rhyme, rhythm,  
repetition, use of  
white space,  
sensory details,  
onomatopoeia

My heart is starting to race faster

It feels like 50 miles per hour

some  
idea  
development  
with  
details

I wonder if there's something wrong

I'm starting to hear a thumping song

"Thump" "Thump"

voice  
sensory details

Oh! no it's starting to get impossible, unthinkable,  
Is it amphibians, reptiles, or prey?  
I'm starting to see a blur  
Oh please get me out of here today!

11-15-06

6

A-122

**Kentucky Writing Exemplar  
Poetry  
Grade 4**

**2 Content  
Purpose and Audience  
Idea Development and Support**

**Title: The Dreadful Science Test**

- **Attempts to establish and maintain a narrowed purpose; some lapses in focus**

The writing attempts to establish a narrowed purpose (recreating a feeling) with the title "The Dreadful Science Test." Lapses occur within stanzas, "It is boring, yes it is/Well it's boring for some kids."

- **Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone**

The writing indicates some audience awareness by attempting to communicate with an audience, "Oh please help me do my best. . ." The writing also shows some audience awareness in the second stanza with the use of line breaks and white space to communicate how the poem should be read, "Drip/drop/Drip/drop." The writing demonstrates some voice, "I wonder if there's something wrong/I'm starting to hear a thumping song."

- **Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre**

The writing demonstrates some idea development with details. Some support is unelaborated, "my stomach's upset" or irrelevant "as the drenched floor becomes a pond". Although the writing applies characteristics of the genre (sensory details, rhyme, rhythm, repetition, onomatopoeia, use of white space), there are not enough sufficient, specific details to show depth of idea development.

**Instructional Implications**

Teachers may use this sample during instruction to address such issues as:

- Titles that establish an authentic focused purpose
- Maintaining an authentic focused purpose

## My Family

My family portrait  
Sits on the table  
With mom, my sister, and grandma.

My mom is polite  
She respects people  
By helping them carry  
Their belongings  
I learned from her  
To be nice and respectful  
To people so that they  
Will be friendly and  
Courteous to you.

My sister is scared  
She is frightened  
To jump in the 5ft  
Of the swimming pool  
I learned from her  
To try new things  
And don't be scared  
Of any thing.

My grandma is caring  
She enjoys  
Spending most of her time  
With me and my sister  
I learned from her  
To spend my time  
With people I love  
And people that love me.

The family portrait sits  
On the table  
With mom, my sister, and my grandma.

-A C

attempts to  
establish a general  
purpose, but lapses  
in focus

## My Family

attempts to  
establish a general  
purpose

My family portrait  
Sits on the table

With mom, my sister, and grandma.

My mom is polite  
She respects people  
By helping them carry  
Their belongings  
I learned from her  
To be nice and respectful  
To people so that they  
Will be friendly and  
Courteous to you.

lack of detail  
demonstrates  
limited audience  
awareness

My sister is scared  
She is frightened  
To jump in the 5ft  
Of the swimming pool  
I learned from her  
To try new things  
And don't be scared  
Of any thing.

limited, weak  
support for ideas  
throughout

My grandma is caring  
She enjoys  
Spending most of her time  
With me and my sister  
I learned from her  
To spend my time  
With people I love  
And people that love me.

attempts repetition  
but ineffective  
due to lack  
of focus

The family portrait sits  
On the table  
With mom, my sister, and my grandma.

-A

C

**Kentucky Writing Exemplar  
Poetry  
Grade 4**

**1 Content  
Purpose and Audience  
Idea Development and Support  
Title: My Family**

- **Attempts to establish a general purpose; lacks focus**

The writing attempts to establish a general purpose (painting a picture of the writer's family) with the title "My Family" and first line "My family portrait." Focus lapses when the topic switches from the family portrait to description of each family member and what the writer learned from that person, "My mom is polite" "I learned from her/To be nice and respectful."

- **Indicates limited awareness of audience's needs**

The writing demonstrates limited awareness of audience as evidenced by the lack of detail. The writing attempts to describe his/her sister, but leaves the reader wanting to know more, "My sister is scared/She is frightened/To jump in the 5ft/Of the swimming pool."

- **Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre**

The writing demonstrates limited, weak support throughout. For example, the writer states "My grandma is caring" but support is weak and limited, "She enjoys/Spending most of her time/With me and my sister." The writing attempts few characteristics of the genre (white space, use of stanzas). Repetition is attempted, but ineffectively at times.

**Instructional Implications**

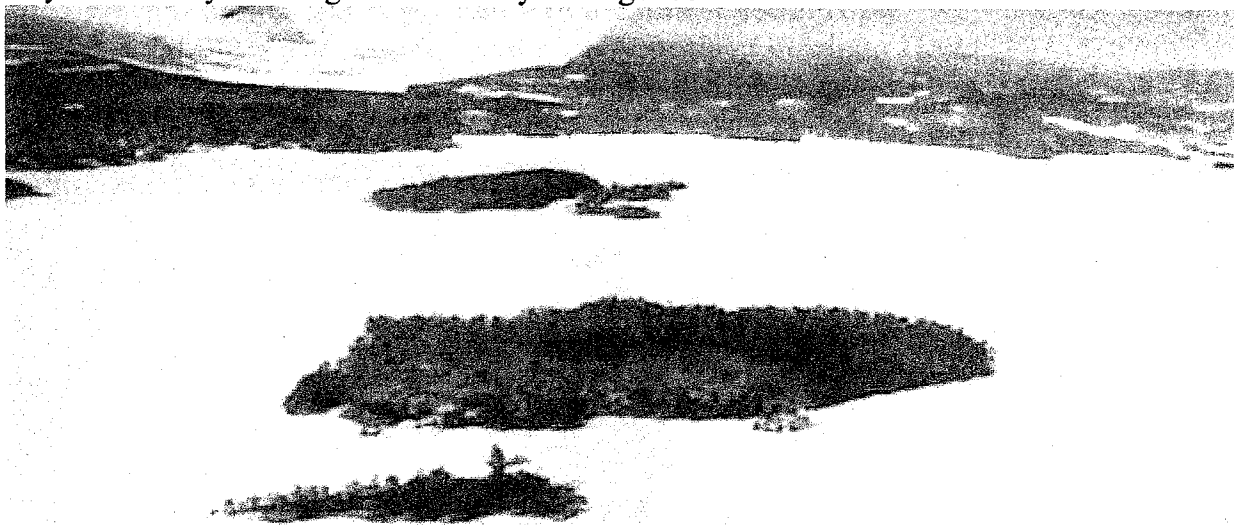
Teachers may use this sample during instruction to address such issues as:

- Establishing and maintaining an authentic focused purpose
- Supporting ideas with relevant, sufficient details



## Islands

You can take a boat  
Or you can swim  
But you can't escape them  
They are everywhere  
In oceans and rivers and creeks  
And streams but islands are everywhere  
The Appalachian Mountains have more than  
You think if you don't believe me go  
And see for your self I wood if I hade enough money  
It would be so fun to go I know I would  
But my grandma said that's just too bad  
maybe some day when I get more money I will go too



although  
writer  
addresses  
audience,  
the reader  
can make  
no sense  
of the  
random  
details

## Islands

You can take a boat  
Or you can swim  
But you can't escape them  
They are everywhere  
In oceans and rivers and creeks  
And streams but islands are everywhere  
The Appalachian Mountains have more than  
You think if you don't believe me go  
And see for your self I wood if I hade enough money  
It would be so fun to go I know I would  
But my grandma said that's just too bad  
maybe some day when I get more money I will go too

Lacks purpose -  
Reader cannot  
identify why this  
piece is written

Random details;  
lacks development  
of any ideas



writing does not  
effectively apply  
characteristics  
of poetry



lacks awareness of  
audience leaving  
the reader with  
many questions.

**Kentucky Writing Exemplar**  
**Poetry**  
**Grade 4**

**0 Content**  
**Purpose and Audience**  
**Idea Development and Support**

**Title: Islands**

- **Lacks purpose**

The writing lacks purpose. The reader cannot identify a focus or reason for having written this piece. There is no evidence that the writer is aware of the purposes of poetry (*evoke an image, paint a picture, recreate a feeling, capture a moment, tell a story, show an extraordinary perception of the ordinary*).

- **Lacks awareness of audience**

The writing does not address audience needs. Although the writing attempts to communicate with an audience, "You can take a boat," the writing is incoherent.

- **Lacks idea development; may provide random details**

The writing provides random details with no connection. The writing does not effectively apply characteristics of poetry.

**Instructional Implications**

Teachers may use this sample during instruction to address such issues as:

- Establishing and maintaining an authentic focused purpose

# *Kentucky Writing*

## Grade 4 Quality Control Pieces

NOTE: DACs receive the quality control pieces from KDE. Please check with your DAC for these samples to use during your scoring session.